

## ABSTRAK

Debora Korining Tyas. 2006. *Struktur Intrinsik Cerpen “Menjelang Lebaran” Karya Umar Kayam dan Implementasinya dalam Pembelajaran Sastra di Kelas X SMA*. Yogyakarta: PBSID. Universitas Sanata Dharma.

Penelitian ini mengkaji struktur intrinsik cerpen “Menjelang Lebaran” karya Umar Kayam. Tujuan dari penelitian ini adalah untuk (1) mendeskripsikan tokoh, alur, latar, tema, dan bahasa dalam cerpen, (2) mendeskripsikan hubungan antara tokoh, alur, latar, tema, dan bahasa dalam cerpen, (3) mendeskripsikan implementasi cerpen “Menjelang Lebaran” karya Umar Kayam sebagai bahan pembelajaran sastra di kelas X SMA.

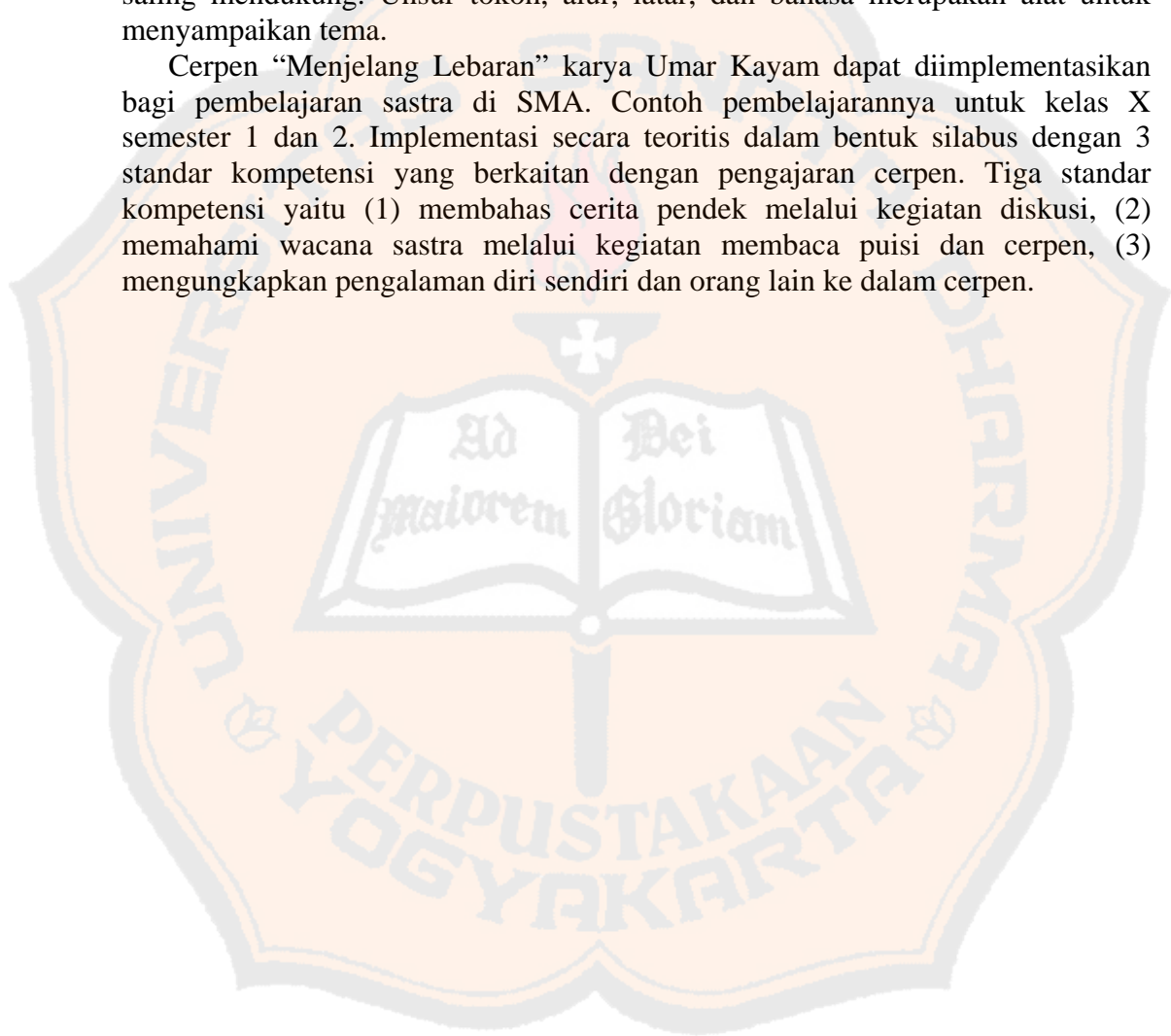
Dalam penelitian ini menggunakan pendekatan structural yang bersumber pada teks sastra sebagai bahan kajian yang diuraikan unsur-unsur pembentuknya. Analisis struktur intrinsik sebagai langkah awal dalam menganalisis cerpen “Menjelang Lebaran” karya Umar Kayam. Hasil analisis unsur intrinsik digunakan sebagai dasar untuk menganalisis hubungan antarunsur intrinsik cerpen “Menjelang Lebaran” karya Umar Kayam tersebut. Analisis unsur intrinsik ditekankan pada lima hal yaitu tokoh, alur, latar, tema, dan bahasa. Adapun metode yang digunakan pada penelitian ini adalah metode deskriptif yaitu memecahkan masalah yang diselidiki sebagai objek penelitian semata-mata berdasarkan fakta.

Hasil analisis dalam cerpen “Menjelang Lebaran” karya Umar Kayam terdapat beberapa tokoh antara lain (1) tokoh protagonis yaitu Kamil dan Sri, (2) tokoh tambahan yaitu Mas, Ade, dan Nah, (3) wirawan yaitu Sri. Antagonis disebabkan oleh keadaan sosial di mana Kamil di-PHK dan menimbulkan masalah dalam kehidupan keluarganya. Cerpen ini beralur maju. Konflik yang muncul akibat Kamil di-PHK yaitu mereka (Kamil dan Sri) harus membicarakan kembali rencana Lebaran ke Jawa, nasib Nah, kehidupan sehari-hari setelah di-PHK, dan bagaimana mengatakan kepada anak-anaknya (Mas dan Ade) untuk pembatalan Lebaran ke Jawa. Klimaks terjadi saat bagaimana seharusnya mengatakan kepada Nah untuk memberhentikannya sebagai pembantu rumah. Analisis latar meliputi latar tempat yang keseluruhan berada di daerah Jakarta. Latar waktu terjadi saat menjelang berbuka puasa, saat berbuka puasa, siang hari, dan malam menjelang tidur. Latar sosial menggambarkan kehidupan keluarga sederhana di perantauan yang mendapat masalah (kepala keluarga di-PHK) saat menjelang Lebaran. Kamil di-PHK karena perusahaan di tempatnya bekerja bangkrut, kehabisan modal untuk berjalan terus. Tema adalah keluarga sederhana yang mendapat masalah saat menjelang Lebaran. Bahasa yang digunakan mudah dimengerti karena menggunakan bahasa percakapan sehari-hari sehingga tema cerpen dapat dengan mudah sampai kepada pembaca. Hubungan antarunsur terjadi saat penyebab konflik (di-PHK) yang dialami tokoh utama (Kamil).

Bahasa yang digunakan dalam cerpen "Menjelang Lebaran" yaitu bahasa sehari-hari. Amanat dalam cerpen "Menjelang Lebaran" mengandung nilai budaya, nilai moral, nilai agama, dan nilai sosial. Secara umum, amanat yang akan disampaikan pengarang yaitu saling menghargai orang lain dan saling menolong.

Dari penjelasan di atas, hubungan antarunsur intrinsik (tokoh, alur, latar, dan bahasa) dapat menggambarkan tema. Setelah meneliti mengenai hubungan antarunsur intrinsik cerpen "Menjelang Lebaran" karya Umar Kayam diperoleh kesimpulan bahwa tokoh, alur, latar, dan bahasa merupakan alat untuk menyampaikan tema. Hubungan antarunsur tidak ada yang berdiri sendiri, semua saling mendukung. Unsur tokoh, alur, latar, dan bahasa merupakan alat untuk menyampaikan tema.

Cerpen "Menjelang Lebaran" karya Umar Kayam dapat diimplementasikan bagi pembelajaran sastra di SMA. Contoh pembelajarannya untuk kelas X semester 1 dan 2. Implementasi secara teoritis dalam bentuk silabus dengan 3 standar kompetensi yang berkaitan dengan pengajaran cerpen. Tiga standar kompetensi yaitu (1) membahas cerita pendek melalui kegiatan diskusi, (2) memahami wacana sastra melalui kegiatan membaca puisi dan cerpen, (3) mengungkapkan pengalaman diri sendiri dan orang lain ke dalam cerpen.



## ABSTRACT

Debora Korining Tyas. 2006. *The Intrinsic Elements of the Short Story “Menjelang Lebaran” by Umar Kayam and Its Implementation in Literary Learning of The Tenth Year Students of Senior High School*. Yogyakarta: PBSID. Sanata Dharma University.

This research was conducted to discuss the intrinsic elements of the short story “Menjelang Lebaran” by Umar Kayam. The objectives of this research are (1) to describe characters, plot, setting, theme, language, and message used in the short story “Menjelang Lebaran” by Umar Kayam, (2) to describe the correlation among the characters, plot, setting, theme, language, and message used in the short story “Menjelang Lebaran” by Umar Kayam, (3) to describe the implementation of the short story “Menjelang Lebaran” by Umar Kayam as the literary learning source in the tenth year students of senior high school.

The approach used in this research is structural approach, using literary text as a source to be analyzed on its intrinsic elements. The intrinsic elements analysis is the first step in analyzing the short story “Menjelang Lebaran” by Umar Kayam. The result of intrinsic elements analysis used as the base to analyze the intrinsic elements correlation of the short story “Menjelang Lebaran”. The intrinsic elements analysis is emphasized in five elements; they are characters, plot, setting, theme, and language used. This research used descriptive method to solve the problems examined as the research object based on the factual data.

The result of analyzing the short story “Menjelang Lebaran” by Umar Kayam is there are characters: (1) Kamil and Sri as the protagonist, (2) Mas, Ade, and Nah as the additional characters, (3) Sri as the heroine. Antagonist is caused by social circumstance. Kamil is dismissed from his work and it causes problems in his family. This short story has a forward plot. Conflict that rises as a result of Kamil being dismissed is Kamil and Sri have to think twice about their plan to celebrate “Lebaran” in Jawa, Nah’s fate, and their daily life, and how to tell their children (Mas and Ade) to cancel celebrating “Lebaran” in Jawa. The climax is in how to tell Nah that she should stop working as a housekeeper in their house. The setting analysis includes the setting of places which are all in Jakarta. The setting of time is before breaking the fast, in breaking the fast, in the afternoon, and the time before sleep. The social setting describes the simple life of a family in the settlement which finds problems (the head of the family is dismissed) before “Lebaran”. Kamil has been got the cutting of work connection because the company where he worked to become bankrupt, running out of the financial capital to exist. The theme is a simple family which finds problems before “Lebaran”. The language used is understandable by using daily conversation so that the readers can easily understand the theme. The elements correlation is when the causes of the conflict that the main character suffering from (Kamil).

The language used is the daily conversation. The message of the short story “Menjelang Lebaran” contains culture, moral, religion and social values.

Commonly, the message that will be achieved by the author are respecting and helping one another.

From the explanation above, the intrinsic elements correlation (characters, plot, setting, language used) can describe the theme. After examining the intrinsic elements correlation of the short story “Menjelang Lebaran” by Umar Kayam it can be concluded that the characters, plot, setting, and language used are media to convey the theme. The elements correlation can not stand alone, all is supporting each other. The elements of the characters, plot, setting, and language used are the media to convey the theme.

The short story “Menjelang Lebaran” by Umar Kayam can be implemented in literary learning in senior high school. The example is the literary learning of the tenth year students of semester one and two. The objective of learning Indonesian language is to increase the ability of the learners to communicate in Indonesian well and correct both written and spoken, and also to grow the appreciation of the masterpieces of Indonesian literacy. The implementation, theoretically, is in a form of a syllabus with 3 competency standards related to the teaching of short stories. Those competency standards are (1) discuss short stories by discussion activities, (2) understand literary text by reading poem and short stories activities, (3) express personal and others' experiences in a short story.